# St. Matthew's CE (Aided) Primary School and Nursery Centre Pupil Premium and Service Premium Report 2021 - 2022



At St Matthew's Primary School our aim is to ensure that no children are disadvantaged at school in any way.

#### **Pupil Premium**

For mainstream schools, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.

This money is given to mainstream schools within the local authority to improve the **attainment** of their disadvantaged pupils:

- Schools get £1,345 for every primary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.
- Local authorities receive £2,345 for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

At St Matthew's the pupil premium grant is used to help disadvantaged pupils by increase their attainment and progress and ultimately to improve outcomes and results by the end of their primary education. This includes:

#### **Teaching**

 Training and professional development for all staff to improve the impact of teaching and learning for pupil premium pupils.

## **Academic Support**

- Employed teacher to monitor service children's progress and attainment compared to the wider school population to ensure that they progress and achieve.
- Identification and implementation of intervention strategies to support learning, attainment and progress within school
- Provide targeted academic support.

## **Wider Approaches**

This may include non-academic use of the pupil premium such as:

- School breakfast clubs
- Music lessons for disadvantaged pupils
- Help with the cost of educational trips or visits
- Support from external agencies
- Confidence building activities Forest Schools, Commando Joe, Swimming, Karate

## **Service Premium**

For mainstream schools, the service premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census as well as those recorded as a service child for the first time in the October 2020 school census. Schools receive £310, worth of funding for every pupil who has a parent serving in the armed forces or who has a parent that has retired on a pension from the MoD. The service premium is **not** part of the pupil premium as the rules to attract the service premium are different. Service children are not regarded as disadvantaged; their premium is allocated for pastoral support purposes.

At St Matthew's the service premium grant is used for **pastoral support**, offering our service pupils access to pastoral support due to the service of their parent. This includes:

- Employed teacher to monitor service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress
- Identification and implementation of intervention to support pastoral issues
- The provision of a trained teacher to provide pastoral support and guidance for families
- Activities to provide a different experience, developing pastoral aspects including health and wellbeing: Forest Schools, Commando Joe, Swimming, Karate.

Written in accordance with DFE Guidance Pupil Premium: Conditions of Grant 2021 to 2022 for local authorities Published 30 March 2021

# Pupil Premium Funding April 2021 – March 2022 Service Premium Funding April 2021 – March 2022 Nursery Funding

# Context

PPG eligibility is based on October 2020 Census data.

44% - (123/271) pupils accessing Pupil Premium/Service Premium Funding

40% - (109/271) pupils accessing Pupil Premium Funding - FSM and Ever6

£1,345 per pupil Total: 144,705

4% - (14/271) pupils accessing Service Premium Funding – Service pupils

£310 per pupil Total: £5,166

33% - (10/33) pupils accessing Early Years Funding £11,403 (£1,140 per pupil)

	ching, Academic Support, Wid		Cost
Action/Programme accessed	Intended Actions	Monitoring /Outcomes	Cost
Training and Professional	Identify training opportunities		
development made available to	for staff to access.		
all staff to improve the impact of			
teaching and learning for Pupil	Staff who attend training to		
Premium pupils.	disseminate information to		
	relevant colleagues through		
	Professional Development		
	meetings.		
	Staff to implement training into		
	improving quality of teaching		
	received by Pupil Premium		
	pupils.		
Quality first teaching delivered	Monitor and evaluate the		
by teaching staff across the	quality of teaching delivered by		
school. Closely monitored by	all members of staff throughout		
subject leaders, middle leaders	the course of the year.		
and senior leaders half termly.	,		
,	Lesson observations, book		
	monitoring and learning walks		
	provide clear overview of		
	provision available to		
	individuals, groups and classes		
	of pupils ensuring high quality		
	teaching and learning is taking		
	place across the school.		
Pupil Premium coordinator	Monitor and evaluate the		
monitor impact of provision and	impact of intervention		
identified intervention for Pupil	programmes, and quality first		
Premium pupils throughout	teaching		
school.	o de la companya de l		
	Provide support and challenge		
	to teaching and non-teaching		
	staff in terms of their work with		
	SEND and Pupil Premium pupils		
	through providing training and		
	modelling strategies, to secure		
	good and better progress for		
	vulnerable groups		
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	Analyse the gap between the attainment and progress of pupil premium pupils and nonpupil premium pupils.	
Senior leaders and Subject leaders released from class to monitor impact of interventions and provision Pupil Premium pupils throughout school, conducted through lesson observations and book moderations.	Monitor and evaluate the impact of quality first teaching, differentiation and effective use of resources within English and Maths lessons.  Provide support and challenge to teaching and non-teaching staff in terms of their work with Pupil Premium pupils through providing training and modelling strategies, to secure good and better progress for vulnerable groups.	
Pupil progress grids completed by class teachers clearly identifying need and implementation of intervention to support progress and attainment of vulnerable groups of learners.	Class teachers make use of termly assessment data to inform the completion of pupil progress grids and to implement effective intervention that supports the progress of vulnerable groups.	
	Teachers meet with senior leaders to demonstrate accountability for the progress and attainment of vulnerable learners.  Pupil progress grids monitored by senior members of staff/subject managers to evaluate impact of intervention delivered.	
HLTA/TA delivery of intervention/support targeting Pupil premium learners.	Support the academic attainment and progress of identified PP pupils. Focus on the development of English and Maths skills.  Support the social and emotional and academic attainment and progress of identified PP pupils.  Children will develop confidence through the support	
Improve identification progress	and scaffolding provided through the additional input, demonstrating accelerated progress and raised attainment.  Vulnerable Learners PDMs held	
Improve identification, progress and attainment for children with an identified special educational need who are also PP.	regularly throughout the year to ensure all staff are up to date with changes to current practise and are aware of identification and support procedures.	

	Dunchess of 15 Learning	
	Purchase of 15 Learning	
	Support Advisory Teacher	
	sessions (LSAT) to work with	
	staff, individual pupils, and with	
	parents to offer advice and	
	1 .	
	training and to make	
	recommendations as to how to	
	best support children.	
	Purchase 6 Educational	
	Psychology Sessions to support	
	1	
	staff, pupils and parents to offer	
	advice and training and make	
	recommendation as to how to	
	best support children.	
Y5 buddy readers to support	Support Reception / KS 1 PP	
identified Pupil Premium readers	readers to accelerate progress.	
II	reducts to accelerate progress.	
to build confidence and		
willingness to read.	Develop confidence in sharing	
	books and discussing what they	
	have read through the support	
	of older peers.	
CENCO providing 1.4		
SENCO providing 1-1 pastoral	Children will develop positive	
support for vulnerable pupils	learning attitude, confidence	
when needed	and wellbeing skills. Pupils will	
	demonstrate improved learning	
	behaviour that will positively	
	impact on progress and	
	1	
	attainment. Supporting families,	
	offering parent advice and	
	support – social and emotional	
	wellbeing / behaviour support	
	etc	
Commando la Basilianas /		
Commando Jo – Resilience /	Programme to support children	
teambuilding programme	to develop positive learning	
	attitudes, confidence and	
	wellbeing skills.	
	Pupils will demonstrate	
	I	
	improved learning behaviour	
	that will positively impact on	
	progress and attainment.	
Extra-curricular Music	Specialist music teacher	
	employed to provide music	
	lessons for Pupil Premium	
	·	
	pupils: drums, keyboard, guitar,	
	ukulele, recorders.	
Mini bus	Mini bus resource used to	
	provide additional experiences	
	to enrich the curriculum for PP	
	children across school.	
Candonias		
Gardening	Access to gardening within the	
	school's garden to support the	
	development of wellbeing,	
	social emotional and life skills.	
Additional Sports activities /	Access for Pupil Premium pupils	
	1	
events	to attend additional sporting	
	events; supporting the	
	development of wellbeing,	
	social emotional and life skills.	
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Subsidised breakfast club if required for PP / vulnerable pupils  Prequired for PP / vulnerable pupils  Progress on improve persistent lateness, streadnance and other issues that may result in learning being affected.  To improve attendance of PP children who have transport lissues due to parent disability / sibling illness/ safeguarding issues  Continue to purchase Futures in Mind programme  Continue to purchase Futures in Mind programme used to support the promotion of positive mental health and well-being wrongtome used to support the promotion of positive mental health and well-being within school.  Travel Telford Road Safety Team and Learning Mentor to work in collaboration to offer vulnerable children activities to raise awareness around road safety.  The Bikeability Cycle Training Course to run for vulnerable children in Years 5 and 6 to increase skills and confidence to cycle in modern road conditions.  Service Premium Funding  Service Premium coordinator, supported by subject leaders, monitor service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress  Monitor and evaluate the quality where necessary, intervention strategies to support and ing within school. Children will develop popositive learning skills, velocinidence and wellbeing within school oppulation.  SENCO/key teacher providing 1-1 pastoral support for Service premium pupils and the wider school population.  SENCO/key teacher providing 1-1 pastoral support for Service premium pupils and the wider school population.  Access to additional activities including: sports, commando Joe, swimming, Karate and gardening behaviour that will positively impact on progress and attainment. Support ing families, offering parent advice and support - social and emotional wellbeing, social emotional and life skills.  Experienced teacher to provide additional cassorial and gardening.			
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	encouraging parental involvement.	
Early Years Premium		
Improve identification, progress and attainment for EYFS children with an identified special educational need or are significantly behind in Phonics who are also EYPP.	Daily intervention (20 mins each group) ams and pms to deliver targeted phonics intervention	
Improve the fine motor control of EYPP children identified as having poor control	Purchase of additional resources to stimulate fine motor control	